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ABSTRACT

This project undertook a reorganization and curriculum revision plan at the University of Pittsburgh that included a commitment to provide teacher certification only at the graduate level. School of Education faculty met with faculty from the College of Arts and Sciences and master teachers from various school districts to identify prerequisite competencies for prospective teachers and to move toward restructuring certification programs in light of basic principles of learning and development as drawn from cognitive science. Specific outcomes of the project include: admission guidelines across elementary and secondary certification programs; a student handbook "Graduate Level Teacher Certification Options: Academic Requirements for Admission"; mathematics and chemistry courses specifically tailored for certification candidates; a graduate course in mentoring; a programmatic framework through which cognitive science principles are being integrated into the elementary and secondary certification programs; and establishment of a University Teacher Education Advisory Committee. Appendixes include a description of a proposed course ("Mentoring Beginning Teachers") and an end-of-project survey form. (Contains 35 annotated citations on mentoring.) (LL)

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ED 362 485

REFORM AND PARTNERSHIPS IN PREPARING EDUCATIONAL PROFESSIONALS

COVER SHEET

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FIPSE Program Officer:	Jamie Lewis
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REFORM AND PARTNERSHIPS IN PREPARING EDUCATIONAL PROFESSIONALS

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EXECUTIVE SUMMARY

I. Project Overview

Concurrent with the publication of the Carnegie Forum and Holmes Group reform reports, each of which argued for professional preparation built upon a "broad liberal education and a thorough grounding in the subjects to be taught," School of Education faculty at the University of Pittsburgh adopted, in 1985, a reorganization and curriculum revision plan that included a commitment to provide teacher certification only at the graduate level. The undergraduate degree in education with teacher certification was phased out in April, 1990.

During the three years of the Fund for the Improvement of Postsecondary Education (FIPSE) Project, School of Education faculty met with selected faculty from the College of Arts and Sciences and master teachers from various school districts in southwestern Pennsylvania to identify prerequisite competencies for prospective teachers and to move toward restructuring the certification programs at the graduate level in light of basic principles of learning and development as drawn from cognitive science. The project impacted not only certification programs within the Department of Instruction and Learning but also selected policies and procedures within the College of Arts and Science.

II. Purpose

Prior to the 1986-87 academic year, teacher education courses for elementary education and for the traditional academic (secondary) certification areas across several semesters of the student's undergraduate experience, and a broad range of liberal arts requirements were often neither substantial nor well defined across the various certification programs. There was little coherence across training experiences in the elementary and secondary programs. Relatively little development of pre-student teaching clinical experiences had taken place and relatively little coherence could be found between the existing professional courses and expectations in the student teaching practicum.

Collaboration between education and arts and sciences faculty in the design of overall program requirements varied considerably. Similarly, while there are occasional meetings which brought other cooperating teachings from area schools and the teacher education faculty, there was no systematic plan for a collaborative effort in the training process nor any plan to promote on-going collaboration among master teachers in the schools, teacher education faculty, arts and sciences faculty, and prospective teachers. The purpose of the FIPSE project was to address these concerns.

III. Background and Origins

In the fall, 1990, the School of Education at the University of Pittsburgh completed the transition to a fifth year certification program. Initial consideration of this plan began prior to 1985 and was reinforced by reports issued the following year by the Holmes Group and the Carnegie Forum on Education. These reports recommended that prospective teachers demonstrate a mastery in the liberal arts and specific subject matter knowledge before actively engaging in sustained professional training.

Two major organizations at the University of Pittsburgh were involved within the context of this project: The College of Arts and Sciences and the School of Education. Although master teachers represented, at various times, ten school districts, the role of the master teachers was that of collaborative participants, not as representatives of the school districts themselves. Thus, project outcomes were organized in such a way as to impact the College of Arts and Sciences and School of Education curriculum and organizational policies and procedures.

IV. Project Description

The approach taken in the project was to bring together faculty from the College of Arts and Sciences, master teachers from the various academic disciplines representing several school districts in southwestern Pennsylvania, and teacher educators from the School of Education to consider the implications of the move to a fifth year certification program for the undergraduate preparation of teacher certification candidates. A key factor in the operation of this project was the funding which made "released time: possible for both College of Arts and Sciences faculty and master teachers from local school districts.

A major outcome of the project was the development of 11 conceptual statement which identified liberal arts-oriented competencies for prospective teacher certification applicants. The statements addressed the need to specify academic discipline requirements for prospective teachers at both the elementary and secondary levels. In March, 1989, a survey containing the 11 conceptual statements was distributed to 627 individuals including 45 CAS faculty who were Department Chairs or Program Heads; 45 teacher education faculty, all tenured faculty who taught or

supervised in preserve preparation programs; all 133 undergraduate pre-education students enrolled in Introduction to Teaching courses that term; and all 202 student teachers and their cooperative teachers involved in clinical field experiences.

The results demonstrated that there are differences in the perceived importance of particular background knowledge areas for teachers among CAS faculty, teacher educators, and practitioner discussions that were held over the course of the project as the conceptual statements were first identified and then refined. The consensus represented by the final statements gave no indication of the great amount of "give and take" that went into the delineation process.

V. Project Results

Specific results of the project include 1) identification of the conceptual statements; 2) admission guidelines across the elementary and secondary certification programs; 3) a student handbook, Gradual Level Teacher Certification Options: Academic Requirements for Admission, which enables undergraduate students to select courses that will meet certification program guidelines and Pennsylvania State certification requirements; 4) mathematics course and a chemistry course specifically tailored for certification candidates; 6) a graduate course in mentoring; 7) a programmatic framework through which cognitive science principles are being integrated into the elementary and secondary certification programs; and 8) a University Teacher Education Advisory Committee.

VI. Summary and Conclusions

The School of Education was awarded a FIPSE grant at a critical time in its 75 year history. Concurrent with a major reorganization, the School had decided to move to a graduate-only certification program. Because of FIPSE funding, selected faculty from the College of Arts and Sciences, School of Education faculty from the certification programs, and master teachers from selected school districts were able to participate in a sustained dialogue to address key issues that would impact the School both during the reorganization period and through the transition first years of the graduate-only programs. The FIPSE Project enabled these important discussions to take place. Perhaps the most important contribution of the FIPSE Project was momentum -- a fundamental building block necessary if the inertia that can accompany a major reorganization is to be overcome. The real success of the FIPSE Project will be realized if that momentum, still in evidence, is sustained.

REFORM AND PARTNERSHIPS IN PREPARING EDUCATIONAL PROFESSIONALS

FINAL REPORT

1. Project Overview

Concurrent with the publication of the Carnegie Forum and Holmes Group reform reports, each of which argued for professional preparation built upon a "broad liberal education and a thorough grounding in the subjects to be taught,". School of Education faculty at the University of Pittsburgh adopted, in 1985, a reorganization and curriculum revision plan that included a commitment to provide teacher certification only at the graduate level. The undergraduate degree in education with teacher certification was phased out in April, 1990.

Preliminary planning for the transition identified three problems related to liberal arts and subject matter preparation: 1) inconsistencies between subject matter requirements in the traditional subject matter and those required for certification, 2) limitations in the needed breadth of background for prospective elementary teachers if all were required to complete a traditional subject major in arts and sciences, and 3) concerns about whether current "general education requirements" in arts and sciences were sufficient and coherent for prospective teachers. In this context, developing coherence in professional preparation in both the content studied and in the pedagogy experienced and studied became priority goals of the project.

With Fund for the Improvement of Postsecondary Education (FIPSE) support beginning in October, 1987, the Reform and Partnership in Preparing Teachers Project brought together on a regular basis five senior faculty from major arts and sciences departments, key teacher education faculty, and ten master teachers from area elementary and secondary schools. Project outcomes included the 1) identification of prerequisite competencies for prospective teachers, adopted as guidelines by certification faculties in the School of Education (SOE); 2) identification of courses in the College of Arts and Sciences (CAS) that would enable undergraduates to meet the School of Education Guidelines and Pennsylvania certification requirements; 3) development of a proposal for an elementary education-oriented "major" option in the College of Arts and Sciences; 4) development of a mathematics course for elementary teachers and a course in chemistry for non-science majors; 5) approval for an early acceptance option for undergraduates who declare their intention to enroll in the new fifth year certification program; 6) design of all teacher education regular certification options in accord with basic principles of learning and development as drawn from cognitive science; 7) compilation of reform and mentoring literature bibliographies; 8) development of several position papers on liberal arts/education-related topics; 9) approval of a graduate course in mentoring, designed specifically for

cooperating teachers working with student teachers and interns in the certification program; and 10) initiation of a variety of collaborative efforts for both College of Arts and Sciences and School of Education faculty as well as expanded liberal arts tutorial opportunities for School of Education students.

II. Purpose

Prior to the 1986-87 academic year, teacher education for elementary education and for the traditional academic certification areas at the University of Pittsburgh was distributed across several semesters of the student's undergraduate experience, and a broad range of liberal arts requirements were often neither substantial nor well-defined across the various certification programs. There was little coherence across training experiences between the elementary and secondary programs. Relatively little development of pre-student teaching clinical experiences had taken place and relatively little coherence could be found between the existing professional courses and expectations in the student teaching practicum.

Collaboration between education and arts and sciences faculty in the design of overall program requirements varied considerably; there were informal faculty groups (including education and arts and sciences faculty) in English and foreign languages, for example, but there was little collaboration in elementary education or science education. Similarly, while there were occasional meetings which brought together cooperating teachers from area schools and the teacher education faculty, there was no systematic plan for collaboration in the training process nor any plan to promote on-going collaboration among master teachers in the schools, teacher education faculty, arts and sciences faculty, and prospective teachers. The purpose of the FIPSE project was to address these concerns.

In retrospect, the problem as stated in the original proposal was well targeted, and the project moved systematically, though sometimes more slowly than was hoped for initially, throughout the funded period to address the problem. At the conclusion of the project, improved communication across the College of Arts and Sciences, School of Education, and the field was cited as a positive outcome by master teachers. School of Education faculty indicated a number of positive outcomes: 1) identification of prerequisites for entering 5th year students, 2) annotated bibliography of mentoring literature (see Appendix A), 3) increased credibility with CAS faculty, 4) improved courses and advising of potential teacher education students, and 5) a good one-year secondary education program. CAS faculty indicated that the discussion of the curriculum was accomplished.

The project demonstrated the fact that, when monies are available to provide released time (in this case, for College of Arts and Sciences faculty and for master teachers from the various school districts represented in the project) so that collaborative

dialogue, focused on professional issues, can take place, clearly identified problems can be solved, or at least brought to a reasonable resolution.

III. Background and Origins

In the fall, 1990, the School of Education at the University of Pittsburgh completed the transition to a fifth year certification program. Initial consideration of this plan began prior to 1985 and was reinforced by reports issued the following year by the Holmes Group and the Carnegie Forum on Education. These reports recommended that prospective teachers demonstrate a mastery in the liberal arts and specific subject matter knowledge before actively engaging in sustained professional training.

Although both reports recommended the development of certification programs beyond the baccalaureate degree, each cautioned against the simplistic shift to five or six year professional programs without the careful consideration of the nature of the liberal arts and specific subject matter knowledge and skills to be developed. The framework for the School of Education's exploration of these requirements was drawn from 1) the state of Pennsylvania's newly installed certification testing program, 2) recommendations from subject-specific professional organizations, and 3) higher education reform literature. This framework set the stage for the work of the University of Pittsburgh's FIPSE Project during 1987-1990.

Two major organizations at the University of Pittsburgh were involved within the context of this project: the College of Arts and Sciences and the School of Education. Although master teachers represented, at various times, ten school districts, the role of the master teachers was that of collaborative participants, not as representatives of the school districts themselves. Thus, project outcomes were organized in such a way as to impact the CAS and SOE curricula and organizational policies and procedures.

IV. Project Description

The approach taken in the project was to bring together faculty from the College of Arts and Sciences, master teachers from the various academic disciplines representing several school districts in southwestern Pennsylvania, and teacher educators from the School of Education to consider the implications of the move to a fifth year certification program for the undergraduate preparation of teacher certification candidates. To prepare group members for the task, a set of pertinent readings was compiled and distributed to project participants. The readings included:

1. Holmes Group Report (Executive Summary)
2. Carnegie Forum's Task Force on Teaching as a Profession

3. Pennsylvania Teacher Certification Testing Program requirements
4. Pennsylvania Certification and Staffing Policies and Guidelines
5. Pennsylvania Standards for Program Approval and Teacher Certification
6. Professional Groups' Position Papers on the Preparation of Teachers
7. University of Pittsburgh Curriculum Requirements in Arts and Sciences and Education

A key factor in the operation of this project was the funding which made "released time" possible for both College of Arts and Science faculty and master teachers from local school districts. Early in the project, it became apparent that the concept of "released time" was particularly important for the master teachers since activities that were held on the University campus (or at their school sites) were well attended when they fell within the "regular" school day.

The project utilized consultants representing cognitive science implications of the various liberal arts disciplines, the Pennsylvania Department of Education, and specific educational concerns such as multicultural issues and the impact of technology on the educational process. Although the major strategy involved collaborative discussions among role groups, CAS faculty observed master teachers at the various school sites and selected education classes and both CAS faculty and master teachers participated in a video taping project designed to produce demonstration tapes of student discussions. (A common problem, identified across all of the academic discipline areas, was the inability of students to carry on a meaningful discussion.) As one means of addressing this problem, the School of Education has identified discussion-oriented courses and recommends these courses to prospective certification candidates.

A major outcome of the project was the development of 11 conceptual statements which identified liberal arts-oriented competencies for prospective teacher certification applicants. The statements addressed the need to specify academic discipline requirements for prospective teachers at both the elementary and secondary levels. At the elementary level, teachers teach in all of the academic discipline areas so breadth of understanding across the disciplines is appropriate and necessary. At the secondary level, depth of knowledge and understanding is appropriate and necessary if teachers are to challenge students intellectually. The conceptual statements follow.

Conceptual Statements

1. A prospective teacher must be able to communicate effectively, both orally and in writing.

2. A prospective teacher should develop an appreciation of the role of mathematical reasoning in the solution of problems.

3. A prospective teacher must have a knowledge of history and must be aware of the past and its implications for both the present and future.

4. A prospective teacher should have an understanding of the pluralistic nature of American society, especially as reflected in urban multicultural settings.

5. A prospective teacher, in addition to a knowledge of the cultures that exist in the United States, should have an understanding of foreign cultures.

6. A prospective teacher should have an understanding of the physical and biological sciences, including laboratory experiences, in order to develop an understanding of methods of scientific inquiry and the role of science in human endeavors.

7. A prospective teacher should understand contemporary society as an integration of political science, economics, history, sociology, business, social work, anthropology, religious studies, literature, and the arts.

8. A prospective teacher should have knowledge of and experience with the creative and/or performing arts.

9. A prospective teacher should have the ability to apply ethical judgement and reasoning in addressing personal, professional, and social problems.

10. A prospective teacher should develop the skills to be a resource manager by learning to use libraries, computers, and related technologies to access and use information preferably relevant to the student's major concentration.

11. A prospective teacher should have a basic understanding of issues relating to human growth and development, including implications for learning.

To become a competent teacher at either the elementary or secondary level, particularly in the context of a rapidly changing society, a teacher must have a conceptual framework within which the richness of each of the disciplines is integrated. Individual conceptual statements were discipline-focused. However, a recurring theme in the FIPSE project discussions was the need for undergraduates to reflect, to synthesize, and to integrate the knowledge that they were gaining from individual, isolated courses into a "coherent whole." The conceptual statements were considered to be a first step in addressing the problem of the coherent whole and the need to provide opportunities for students to begin the synthesis.

In March, 1989, a survey was distributed to 627 individuals (45 CAS faculty who were Department Chairs or Program Heads; 45 teacher education faculty, all tenured faculty who taught or supervised in preservice preparation programs; all 133 undergraduate pre-education students enrolled in Introduction to Teaching courses that term; and all 202 student teachers and their cooperating teachers involved in clinical field experiences) who were asked to rate the relative importance of each background knowledge area for teachers on a 1-4 Likert scale (Not Very Important to Very Important). Usable responses were obtained from 23 CAS faculty, 28 teacher education faculty, 133 pre-education students, 191 student teachers, and 104 cooperating teachers.

Mean ratings across all groups ranged from 3.76 for oral and written communication skills to 2.76 for arts background knowledge. With the exception of the oral and written communication skills area which was rated as most important by almost all respondents, other background areas fell into two groups. In a very high group (means from 3.55 to 3.34) were the background areas of child/human development, ethics and logic, mathematical reasoning, technology, and history. Receiving somewhat less support (although still perceived as important) were: urban culture and society, integrative social sciences, foreign languages and culture, natural sciences, and the arts (means between 3.04 and 2.76).

ANOVA's across groups on each background area indicated that there were significant differences ($p<.05$) on the items relating to background knowledge in child/human development, foreign languages and culture, and natural sciences. post-hoc comparisons between groups indicated significant differences between the CAS faculty and all other groups on the child/human development area (CAS faculty did not perceive this knowledge to be as important as did the other groups) and between the CAS faculty and the practitioner groups (student teachers and cooperating teachers) for the foreign languages and sciences areas (the CAS faculty perceiving these areas of study as being more important than did the other groups). Other post-hoc comparisons showed significant differences (all at $p<.05$) between CAS faculty and the practitioner groups on background knowledge in history (CAS rating higher); between student teachers and the two groups, cooperating teachers and teacher education faculty, on urban culture and society (student teachers rating lower); and between cooperating teachers and all other groups on the technology and information resources background (cooperating teachers rating higher).

Spearman rank correlations across the five groups indicated that the rankings of the two student groups (pre-education undergraduate students and student teachers) were most highly correlated with the rankings of the cooperating teachers (.94 and .96, respectively). The rankings of teacher education faculty also correlated highly with the practitioner groups (.90 with pre-education students, .82 with student teachers, and .81 with cooperating teachers). The rankings of CAS faculty were much less

related to the ranking of the other groups (.64 with teacher education faculty, .44 with pre-education students, .41 with student teachers, and .34 with cooperating teachers). (Results of the survey will be reported at the 1991 AERA Conference by Koziol, Atman, Sherman and O'Broin - see Appendix B)

The results demonstrate that there are differences in the perceived importance of particular background knowledge areas for teachers among CAS faculty, teacher educators, and practitioner groups. This may account, in part, for some of the heated discussions that were held over the course of the project as the conceptual statements were first identified and then refined. The consensus represented by the final statements gave no indication of the great amount of "give and take" that went into the delineation process.

The final list of conceptual statements were presented to the Academic Affairs Committee of the Department of Instruction and Learning in the fall of 1989. This group, composed of program directors of the various academic units housing certification programs within the Department, voted to accept the conceptual statements as guidelines for acceptance into their respective programs. This acceptance has had an impact on both the undergraduate advising program and the Department of Instruction and Learning's admission procedure.

Under FIPSE auspices, the Foreign Language Education Advisory Council was reactivated, bringing together Faculty of Arts and Science and School of Education foreign language faculty on a regular basis. An outgrowth of this work is the City of Pittsburgh School Project. This project, coordinated by a member of the FIPSE faculty provides opportunities for language area specialists and international specialists from the university to participate in the Pittsburgh schools. The project is supported by a small budget from the City of Pittsburgh School District.

Expanded opportunities for students in mathematics and social studies were initiated as a result of FIPSE faculty involvement. In the area of mathematics, arrangements were made for secondary mathematics students to tutor undergraduates through the University Learning Center. (Secondary English students have been providing tutorial services for undergraduates through the Writing Workshop since 1975.) In addition, the International Resources Tutorial has been established for prospective social studies teachers. Working with native informants provided by the University Center for International Studies, social studies students developed curriculum materials which were made available to local world cultures teachers.

V. Project Results

Project objectives were met within the general time frame established in the original proposal, with the exception of the adoption of a specific, cognitive-science conceptualization to be articulated at both the elementary and secondary levels. Even here, however, conversations regarding alternative cognitive science orientations are proving to have been fruitful (although some of the SOE faculty felt that discussions "got off the track or resulted in lack of closure . . ."). For example, during the third year of the project, a series of workshops was held to investigate various instructional models (e.g. direct instruction, cooperative learning, inquiry teaching, and strategies related to a constructivist approach to teaching/learning. A videotape library of critical teaching strategies that can be used in methods courses and teaching labs is now under development and is an outgrowth of those workshops.

A common orientation can be seen, now, in continuing faculty discussions regarding the conceptualization of the certification programs, and it is evident that the newly designed structure for the certification programs, including micro-teaching laboratory sessions with time for provisions for student reflection, attests to the infusion of recognizable, cognitive science elements into the certification process - regardless of the lack of adoption of a single cognitive science conceptualization across the elementary/secondary certification programs. Thus the conceptualization process continues.

At the conclusion of the project, several tangible results can be identified: 1) changes have been made in the policies/procedures found in the on-going undergraduate advising program offered through the College of Arts and Sciences and in the admitting procedure utilized across the elementary and secondary certification programs; 2) an elementary education major "option" (broadly based across the traditional liberal arts disciplines) is available for CAS undergraduates; a specific course in mathematics has been implemented for prospective elementary teachers; 3) a course in mentoring to be directed toward cooperating teachers and supervisors, at both the elementary and secondary levels, has been approved by the School of Education Academic Affairs Committee, see Appendix C; and 4) a specific, cognitive science-oriented elementary program will be piloted by a small group of SOE faculty and cooperating teachers.

A more subtle result of the project can be seen in the recognition of SOE faculty that a new approach must be taken in relating to clinical faculty in the various field sites connected with the certification programs. Traditionally, student teachers and interns have been placed in school districts where there were "training positions available" - but where there was not necessarily a good fit between what has been taught in the methods courses and what was going on in the curriculum at the sites. Dialogue with the master teachers connected with the FIPSE project

made it clear that the collaborative effort demonstrated within the project must be continued throughout the field site placements. In addition, supervisors (usually graduate students) must be thoroughly familiar with the knowledge and skills taught in the methods courses in order to facilitate student teachers' and interns' reflecting on their own teaching processes in the context of the knowledge and skills taught within the program - not the site-context only.

A concrete result of the project is a handbook which includes a comprehensive section on Graduate Level Teacher Certification Options: Academic Requirements for Admission, which is being used as a guide for undergraduates as they select courses in line with Pennsylvania State certification requirements and the conceptual domains identified by the FIPSE group.

VI. Summary and Conclusions

The School of Education was awarded a FIPSE grant at a critical time in its 75 year history. Concurrent with a major reorganization, the School had decided to move to a graduate-only certification program. Because of FIPSE funding, selected faculty from the College of Arts and Sciences, School of Education faculty from the certification programs, and master teachers from selected school districts were able to participate in a sustained dialogue to address key issues that would impact the School both during the reorganization period and through the transition first years of the graduate-only certification programs. The FIPSE project enabled these important discussions to take place.

Specific results of the project include 1) identification of the conceptual statements; 2) admission guidelines across the elementary and secondary certification programs; 3) a student handbook, Graduate Level Teacher Certification Options: Academic Requirements for Admission, which enables undergraduate students to select courses that will meet certification guidelines and Pennsylvania State certification requirements; 4) an elementary education major option for CAS undergraduates; 5) a mathematics course and a chemistry course specifically tailored for certification candidates; 6) a graduate course in mentoring; 7) a programmatic framework through which cognitive science principles are being integrated into the elementary and secondary certification programs; and 8) a University Teacher Education Advisory Committee (see Appendix D.)

Data from the final evaluation questionnaire (see Appendix E) indicated that although both CAS faculty and master teachers recognized the existence of "turf protection" as a present problem, specific steps for improving the articulation between students' university and school district educational experiences were indicated as well recognition of the need to work with CAS faculty and to encourage CAS departments to offer courses that prepare students for the fifth year program.

Conclusion

The title of the School of Education FIPSE Project was Reform and Partnerships in Preparing Educational Professionals. This three year effort has resulted in substantive reform - evidence to be found in the policies and procedures now in place in both the College of Arts and Sciences and in the School of Education. The key factor in these important changes can be found in the colleagueship that emerged among the "FIPSE faculty." Over the life of the project, many issues were discussed and, when there was disagreement, a compromise position was achieved. This process, participated in whole-heartedly by the FIPSE faculty, created a field of energy which made programmatic changes possible. Perhaps the most important contribution of the FIPSE Project was momentum - a fundamental building block necessary if the inertia that can accompany a major reorganization is to be overcome. The real success of the FIPSE Project will be realized if that momentum, still in evidence, is sustained.

FIPSE
ANNOTATED BIBLIOGRAPHY
MENTORING

'Voice of Experience.'
American Teacher 1987, April, Vol 71(2)
Journal not available in the Universities libraries.

'Mentors Keep Interns on Course.'
American Teacher 1987, March, Vol. 71(2).
Journal not available in the University libraries.

Anderson, E. and Shannon, A.

"Toward a Conceptualization of Mentoring"
Journal of Teacher Education, Jan/Feb. 1988, pp. 38-42.

The article first includes a definition of the mentor from a historical perspective. Secondly, current concepts of mentoring, many of which are inferior, are discussed.Shannon and Anderson's concept of mentoring is presented last. Their concept includes a mentoring model emphasizing five necessary functions: teaching, sponsoring,encouraging, counseling, befriending.

Borman, C. and Colson, S.

'Mentoring - An Effective Career Guidance Technique.'
Vocational Guidance Quarterly 1984, March, Vol. 32, 192 - 197.

Young men and women should be warned against looking for the perfect role model or even an example. Instead, they need to be encouraged to choose and repudiate characteristics of the older, wiser and more experienced person, which fits their own personality and style (Lynch, 1980, p47)

This article discusses various mentor programs that have been implemented in high schools. Students are given the opportunity to explore possible career options by being placed with a mentor in the business community or college.Overall opinion of these programs - excellent.

Bova, B.M. and Philips, R.R.

'Mentoring as a Learning Experience for Adults.'
Journal of Teacher Education, 1984, May - June, Vol. 35, 16 - 20.

This article stresses the importance of mentoring relationships, since it is one way by which adults learn. Profile of a mentor, definitions of mentoring, and four categories of behaviors used by mentors are discussed in detail. The 4 behaviors include 1) risk taking behavior, 2)communication skills, 3) political skills, 4) specific professional skills.

Burch, B. and James, T.

"Early Field Experiences: A Collaborative Model for Induction, Mentoring and Integration of Theory and Practice"
ED265097

A description of a model teacher preparation program underdevelopment at Memphis State University, Memphis, Tennessee is given. The model emphasizes more intensive preparation of prospective teachers in their teaching content fields,demonstrable accountability for both knowledge and skill acquisition in the various areas of professional education,and the development and implementation of a comprehensive field experience program correlated with the student's academic program and consistent with the expectations and needs of beginning teachers.

Butler, E.D.

"Mentor Perceptions of Mentoring and Internships in MAT and Lyndhurst Programs--Cycle I"
ED280837

This study collected and analyzed data appropriate for documenting the implementation of two programs in teacher education at Memphis State University--the Master of Arts in Teaching (MAT) program, and the Lyndhurst Fellowships, a one year program for certifying teachers for secondary schools.

Caldwell Jane

Teacher excellence should have priority over defense
CHAUTAUQUA DAILY 1988, Tuesday, July 19, p.6

This article was written from a speech Ernest Boyer presented at the Chautauqua Institution during Education Week. He is the author of many books on education

(HIGHSCHOOL, COLLEGE) and he is the president of the Carnegie Foundation for the Advancement of Teaching.

Clawson, J.C.

'Mentoring In Managerial Careers.'
Book C., Brooklyn Door (ed), N.Y. Praiger, 1980,
'Work, Family and Career'

Cleary, J. Michael

N.E.A. Stance on Mentors Shows Convoluted Logic
Education Week 1987, December 9, p6

Daloz, L.A.

'Mentors: Teachers Who Make a Difference.'
Change 1983, Sept. Vol. 15, 24 - 27.

Daloz, a mentor himself, gives some advice on how to be a mentor. Many broad definitions of the word 'mentor' are given in the first half of the article. Later in the piece he says that mentors point the way, offer support, challenge their proteges and eventually let their proteges go.Mentors need to believe that they make a difference in the lives of their proteges.

Ellingson, M.K. et al.

'The Purdue Mentor Program.'
G/C/T 1986, March - April, Vol. 9, 2 - 5.

Journal not available in the Universities libraries.

Etheridge, Carol.

"Lessons Learned: Establishing Mentoring Roles in Two Preparation-Induction Programs. Student Perspectives about What Works"
ED278667

Descriptions are given of two graduate level teacher education programs at Memphis State University, Tennessee,which have teaching experience components

relying heavily on mentoring as a support system for preservice teachers. This paper presents the perceptions held by the interns in these two programs regarding mentoring relationships and what worked.

Frey, B.R. and Noller, R.B.

'Mentoring : A Promise for the Future.'
Journal of Creative Behavior, 1986, Vol. 20(1), 49 - 51.

Very general and brief article which mentions various mentoring programs that exist in business and industry,health related organizations, and educational institutions.Mentoring is on the increase as indicated by the higher number of publications listed in the 2nd volume of mentoring: An Annotated Bibliography and dissertation topics listed in Dissertation abstracts.

Galvez, C.

'Mentoring Among Teachers : A Review of Literature.
Journal of Teacher Education, 1986, Jan. - Feb. Vol. 37, 6 - 11.

MTIP (Univ. of Texas) - 2 criteria beneficial in pairing process a)1st year teachers and support teacher must have compatible ideologies about teaching, b)1st year teachers should understand and accept the need for a support teacher arrangement.
Gehrke, N.J. and Kay, R.S.

'The Socialization of Beginning Teachers Through Mentor -Protege Relationships.'Journal of Teacher Education1984, May - June, Vol. 35, 21 - 24.

This article explores the mentor - protege relationship of experienced teachers. The authors wanted to know if experienced teachers had a mentor. If the teacher said that he/she had had a mentor, the author whom the person was and what qualities they possessed. Very interesting article: no teacher named a coop as their mentor. Specifics concerning how the mentor - protege relationships developed and the benefits of these relationships were also discussed.

Godley, L.B. et al.

'The Teacher Consultant Role: Impact on the Profession.'
Action Teacher, 1986/7, Winter, Vol. 8, 65 - 73.

Journal not available in the Universities libraries.

Gray, W.A. and Gray, M.M. (eds)

'Mentoring: A Comprehensive Annotated Bibliography of Important references.'
Book 1986, BF 637, C6, G783.

Book located in Victoria Hall Library.

Gray, W.A. and Gray, M.M.

'Synthesis of Research on Mentoring Beginning Teachers.'
Educational Leadership, 1985, Nov. Vol. 43, 37 - 43.

Issue not available in the Universities libraries at the time of looking.

Hawk, P.

'Beginning Teacher Programs: Benefits for the Experienced Educator.'
Action in Teacher Education, 1986/87, Winter, Vol. 8, 59 - 63.

Article contained information on the N. Carolina Induction program which was implemented in 1985. Beginning Teachers were assigned a support team composed of the building principal and a mentor teacher. The support staff received one week's training in three areas 1) new role definition 2) state appraisal system guidelines 3) professional development plan creation After participating in the program, support team members reported that they felt very helpful, when working as a mentor. They felt positive about the experience and grew as professionals. The training components as well as other opinions are discussed.

Hegler, K.L.

'Support Teacher: A Key Role for Educational Progress.'
Delta Kappa Gamma Bulletin, 1986, Summer, Vol. 52, 43 - 46.

1st year support teacher in Nebraska
Since beginning teachers are subject to professional and social isolation, induction programs are designed to facilitate open communication among educators, to break the isolation and to develop effective instruction. The 3 induction team members are a college educator, a building administrator and a support (mentor) teacher. Duties of the support teacher are elaborated and various forms of compensation for the mentors are discussed. The induction program strengthens professionalism and benefits all concerned.

Howell, K.M.

'Mentors in Teachers' Learning.'
Language Arts 1986, Feb. Vol. 63, 160 - 167.

Howell reports on the Teachers' College Writing Project in NYC, which dealt with mentors and the writing process.Teachers in public schools are exposed to expert mentors from the Teachers College. Three stages of a mentorship relationship took place 1) watching; becoming engaged, 2)practicing; becoming independent and 3) extending beyond the classroom; becoming an insider. This article is very interesting for English teachers.

Huffman, G. and Leak, S.

'Beginning Teacher's Perceptions of Mentor Teachers.'
Journal of Teacher Education, 1986, Jan. - Feb. Vol. 37, 22 - 25.

The focus of this study was to describe and assess the role that mentor teachers play in a program for beginning teachers. Responding to the open ended question about the most beneficial aspects of having a mentor, 96% of the respondents endorsed the mentor role of being an important element in the induction process. The mentor was viewed as a friendly critic who gave constructive criticism. The general reaction by the beginning teachers was that the mentor role was invaluable. Having a mentor who teaches the same group on subject matter was seen as highly desirable. Providing adequate time for informal and formal conferencing, planning and conversation between mentor and new teacher was also seen as valuable.

Irvine, J.J.

'The Master Teacher As Mentor: Role Perceptions of Beginning and Master Teachers.'
Education, 1985, Winter. Vol. 106, 123 - 130.

A beginning teacher-mentor program in Douglas City CA. is analyzed. A questionnaire was distributed to mentors and beginning teachers. The purpose was three fold. 1. What are the role expectations of master teachers as perceived by beginning teachers? 2. Do beginning teachers experience change over time? 3. How do master teachers perceive their new role as mentor to beginning teachers? Results of project include Master teachers analyzed their own teaching, enthusiasm of beginning teachers rejuvenated them and they experimented with new ideas in class. They complained about needing more release time. Supervisors felt threatened by the role of the mentor teachers.

Kram, Kathy.

'Mentoring at Work: Developmental Relationships in Organizational Life.'
Book. Publ Glenview, Illinois: Scott, Foresman & Co.1985,
HF 5386 .K78

Book Available in Business Library - Mervis Hall.

Loucks-Horsley, Susan et al

Continuing to Learn: A Guidebook for Teacher Development
Book 1987

Suggests alternatives to the inservice workshop. Among the topics treated: peer coaching, mentoring, teacher institutions, and partnerships.

Mirga, Tom

Indiana Lawmakers Approve Reform Bill
Education Week, 1987, May 13, p.11-12

Phillips-Jones, L.

'Mentors and Proteges.'
Book, Publ. New York, New York, Arbor House, 1982
HF 5386 .P 586

Book available in Hillman Library

Rawlins, M.E. and Rawlins, L.

'Mentoring and Networking for Helping Professionals.'
Personality and Guidance Journal, 1983, Oct. Vol. 62, 116 - 118.

Journal not available in the Univ. Libraries.

Rodman, Blake

Alternate Route Said a Success
Education Week, 1988, February 24, p.7

Saunders, Robert.

"Memphis State University's New Five-Year Program For the Initial Preparation of Teachers"
ED264182

A description is presented of a new extended teacher program at Memphis State University. This includes how the new program is being developed, the reasons for it, and several major benefits expected to accrue once it is in full operation.

Seal, Arlene B.

'The Mentoring Process in Business and Academia.'
University of Pittsburgh Doctoral Dissertation

Theis-Sprinthall, T.

'A Collaborative Approach for Mentor Training: A Working Model.'
Journal of Teacher Education, 1986, Nov.-Dec. Vol. 37, 13 - 20.

A brief critique of current teacher induction programs is provided. A framework for a comprehensive response to improve inservice teacher preparation with veteran teachers assuming roles as trainers of new teachers is also outlined.

Vollmer, Marian

"A Case for Extended Clinical Experience"
Action in Teacher Education, Vol. 6, Spring-Summer 1984, pp. 79-83.

Future models for teacher education may take many forms. This article suggests that extended clinical experience will improve teacher education programs. An internship program implemented at the University of Pittsburgh is presented as an example program.

Washburn, J.M.

'Sow Grants Among Expert Teachers, and Your Schools will Reap the Benefits.'
American School Board Journal 1986, May, Vol 173(44).

Low cost ways to give teachers the opportunities for advancement and recognition are discussed in light of a mentor Teachers Plan (1984) in Boulder Valley, Colorado Public Schools. Teachers submit proposals for the upcoming year in the

areas of research development, new methods and on tools for better teaching. The completed project should benefit others in the school system. With a mentor teacher grant, one teacher provided 3inservice workshops for new teachers. Other examples of grant money put to good use were illustrated. Evaluation of the mentor teacher programs was encouraging

Congruence in the Perceived Importance of General Education Knowledge Areas in the Preparation of Teachers

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The calls for reforms in teacher education in this country have occurred in a series of cycles extending well over a hundred years. Enhanced liberal arts preparation was a common feature in the earlier reforms and today's calls (e.g., Holmes Group and Carnegie Forum on Education and Economy) echo again the demand for still stronger and more coherent arts and sciences background in the preparation of teachers. There continue to be a plethora of commission reports and opinion articles arguing for more or less academic preparation for teachers, but there are few studies addressing the substance of that preparation and its relationship to teacher effectiveness or student achievement (Ashton and Crocker, 1987). While the current attention to pedagogical content knowledge has brought a renewed focus on the need for reconceptualization in the specialization area knowledge for teachers, there has been little attention to definition in the general education knowledge requirements for teachers even though those requirements usually encompass from 25-40% of student' undergraduate studies.

One perspective has been to leave that definition in the hands of College of Arts and Sciences (CAS) colleagues under the assumption that the general liberal arts and sciences preparation for teachers should be the same as that for any educated graduate of the institution. It is the argument that the "best accommodation between liberal and professional education must be based upon mutual exclusivity" (Gore, 1987). A second perspective has been to encourage the active cooperation between CAS and Education faculty in the design and delivery of general education courses that would be especially applicable for prospective teachers. For some (e.g., a number of Project 30 participants) this includes the development of courses specifically designed for prospective teachers, a policy that others (e.g., the Those Who Can report) explicitly advise against. A third perspective is that of encouraging Education faculty to exploit the existing CAS resources in ways that simultaneously accommodate to institutional views on appropriate studies in the liberal arts and sciences and meet the perceived general education needs of prospective teachers (Shaker and Ullrich, 1987). This latter perspective assumes that the general education knowledge background for teachers may need to be different from that of other undergraduates and urges Education faculty to take the initiative in defining the scope and substance of general educational studies that will be most appropriate for and supportive of careers in teaching.

This study examines the extent to which CAS faculty, teacher education faculty, cooperating teachers, and students enrolled in teacher education programs are congruent in their beliefs about the relative importance of a particular set of general education knowledge expectations for teachers. With support from a FIPSE grant, a team of five CAS faculty and five to eight teacher education faculty from the University of Pittsburgh, and ten master teachers from area schools met regularly from January 1987 through December 1988. CAS participants were senior faculty from the departments of English, French, Economics, Mathematics, and Chemistry; the ten master teachers represented a cross section of secondary and elementary level teachers and subject area fields and all were experienced cooperating teachers; teacher education faculty represented the programs in elementary education and the secondary certification areas.

The group read and discussed an array of commission reports, state certification guidelines, sample CAS general education requirements from several institutions, general knowledge specifications in state and national teachers' tests, and a wide range of articles and texts including Smith's A Design for a School of Pedagogy (1980). From these discussions, the group proposed a set of eleven knowledge/skill areas that they believed were essential in the academic backgrounds of prospective teachers. These were: oral and written communications, mathematical reasoning, history, urban culture and society, foreign language and culture, natural sciences, integrative social science, arts, ethics and logical reasoning, technology and information resource use, and child/human development.

In March 1989, a survey was distributed to 627 individuals (45 CAS faculty who were Department Chairs or Program Heads; 45 teacher education faculty, all tenured faculty who taught or supervised in preservice preparation programs; all 133 undergraduate pre-education students enrolled in Introduction to Teaching courses that term; and all 202 student teachers and their cooperating teachers involved in clinical field experiences) who were asked to rate the relative importance of each background knowledge area for teachers on a 1-4 Likert scale (Not Very Important to Very Important). Usable responses were obtained from 23 CAS faculty, 28 Teacher Education faculty, 133 pre-education students, 191 student teachers and 104 cooperating teachers.

Mean ratings across all groups ranged from 3.76 for oral and written communication skills to 2.76 for arts background knowledge. With the exception of the oral and written communication skills area which was rated as most important by almost all respondents, other background areas fell into two groups. In a very high group (means from 3.55 to 3.34) were the background areas of child/human development, ethics and logic, mathematical reasoning, technology, and history. Receiving somewhat less support (although still perceived as important) were: urban culture and society, integrative social sciences, foreign languages and culture, natural sciences, and the arts (means between 3.04 and 2.76).

ANOVA's across groups on each background area indicated that there were significant differences ($p<.05$) on the items relating to background knowledge in child/human development, foreign languages and culture, and

natural sciences. Post hoc comparisons between groups indicated significant differences between the CAS faculty and all other groups on the child/human development area (CAS faculty did not perceive this knowledge to be as important as did the other groups) and between the CAS faculty and the practitioner groups (student teachers and cooperating teachers) for the foreign languages and sciences areas (the CAS faculty perceiving these areas of study as being more important than did the other groups). Other post-hoc comparisons showed significant differences (all at $p<.05$) between CAS faculty and the practitioner groups on background knowledge in history (CAS rating higher); between student teachers and the two groups, cooperating teachers and teacher education faculty, on urban culture and society (student teachers rating lower); and between cooperating teachers all other groups on the technology and information resources background (cooperating teachers rating higher).

Spearman rank correlations across the five groups indicated that the rankings of the two student groups (pre-education undergraduate students and student teachers) were most highly correlated with the rankings of the cooperating teachers (.94 and .96, respectively). The rankings of teacher education faculty also correlated highly with the practitioner groups (.90 with pre-education students, .82 with student teachers, and .81 with cooperating teachers). The rankings of CAS faculty were much less related to the rankings of the other groups (.64 with teacher education faculty, .44 with pre-education students, .41 with student teachers, and .34 with cooperating teachers).

The results demonstrate that there are differences in the perceived importance of particular background knowledge areas for teachers among CAS faculty, teacher educators, and practitioner groups. The liberal arts coursework for prospective teachers ought to be meaningful. These results support the perspective that teacher educators working with cooperating practitioners need to be more aggressive in delineating the scope and substance of the general education background for prospective teachers.

References

Ashton, Patricia and Crocker, Linda. (1987) Systematic study of planned variations: the essential focus of teacher education reform. JTE. 37:3. 2-8.

Gore, Joseph. (1987) Liberal and professional education: keep them separate. JTE. 38:1. 2-5.

King, Jean. (1987) The uneasy relationship between teacher education and the liberal arts and sciences. JTE. 38:1. 6-10.

Shaker, Paul and Ullrich, Walter. (1987) Reconceptualizing the debate over the general education of teachers. JTE. 38:1. 11-15.

Smith, B.O. (1980) A design for a school of pedagogy. Washington, D.C.: USOE.

APPENDIX C

PROPOSED COURSE: MENTORING BEGINNING TEACHERS

I. NUMBER AND TITLE

I & L 3078 MENTORING BEGINNING TEACHERS 3 credits

II. DESCRIPTION

Participants in this course examine the function of mentoring, skills and activities associated with the process of mentoring, and the relationship between the mentor and protege. Specific attention is directed toward the application of principles of mentoring in educational settings.

III. COURSE OBJECTIVES

Participants in this course will:

1. recognize the importance of the mentoring function in educational settings.

2. identify specific skills associated with competent mentoring, e.g., encouragement and coaching skills, humor and stress management strategies as well as skills directly related to classroom observation .

3. develop an appreciation for the developmental aspects of human growth and individual differences such as: a) psychological type (Jung), b) masculine/feminine dimensions of personality (Johnson), and c) the nature egocentricity (Kunkel) with particular emphasis on the implications of these differences in educational settings.

4. examine his/her own unique personality capacities as they relate to mentoring interns/student teachers.

5. synthesize a personal philosophy of mentoring.

IV. METHOD OF INSTRUCTION

Lecture, experiential activities, group discussion, individual projects.

V. COURSE PREREQUISITES

Opportunity to participate in a mentoring relationship with a protege during the course is strongly recommended but not required.

VI. REQUIRED TEXT

Daloz, Lawrence (1987) Teaching and Mentoring. San Francisco, CA:Jossey-Bass.

VII. TOPICAL OUTLINE

1. Overview: Individual differences and the Protege's Process

2. The conative domain: Goal accomplishment style and personal productivity. (Atman)

3. Individuation and a developmental understanding of human growth. (Jung, Erikson)

4. Encouragement skills for the mentor. (Dinkmeyer and Losoncy)

5. Situational leadership: The difference between mentoring and supervision. (Hersey & Blanchard)

6. Mentoring and the will (Assagioli)

7. Mentoring what?
   Imagination and creativity

8. The intelligences (Gardner)

9. Analytical thinking/problem solving/decision making
   (Re: Anderson, I. and Shannon, A. (1988) Toward a conceptualization of mentoring. Journal of Teacher Education. January-February, pp. 38-42.

10. Humor: The glue that holds it all together.

11. Dealing with diversity in mentoring: View videotape, "Milestones in Mentoring"

13. Discuss Teaching and Mentoring

14. Project Reports

15. Examination

VIII. STUDENT EVALUATION PROCEDURES

Evaluation is based on the following elements:

Class participation	20%
Individual project	40%
Examination	40%

APPENDIX D

UNIVERSITY OF PITTSBURGH
School of Education
Department of Instruction and Learning

UNIVERSITY TEACHER EDUCATION ADVISORY COMMITTEE

English/Communications

Nicholas Coles, English
Ogle Duff, Education
Gilette Elvgren, Theater Arts
Lucy Fischer, English
Michael Helfand, English
Thomas Kane, Communications
Stephen Koziol, Education
Anthony Petrosky, Education
William Smith, English

Foreign Language Education

Robert DeKeyser, Linguistics
Richard Donato, Education
Herschel Frey, Hispanic
Stephen Koziol, Education
Andrew Miller, Classics
David Mills, East Asian Studies
Kamakshi Murti, Germanic
Michael Schwartz, French
Oscar Swan, Slavic

Mathematics Education

Charles Allen, Education
Fred Bell, Education
Henry Block, Mathematics
Henry Cohen, Mathematics
Martin Cohen, Education
Gene Deskins, Math/Statistics
Bradley Seager, Education

Social Studies Education

Kathryn Atman, Education
David Berman, Education
Jeffrey Blais, Business/Economics
Keith Brown, Anthropology
Ernest Dorow, Education
Laurence Glasco, History
Johnathan Harris, Political Science
Daniel Regan, Sociology
Horton Southworth, Education
Robert Wichers, Economics
Joseph Zasloff, Political Science

Science Education

Iain Campbell, Biology
Eugene Engels, Physics/Chemistry
David Hercules, Chemistry
Lewis Jacobson, Biology
Willard Korth, Education
Gene Moser, Education
Albert Nous, Education
Cathy O'Farrell, Education
Darel Straub, Chemistry
Richard Duschl, Education

Elementary/Early Childhood

Charles Allen, Education
Anna Blevins, Education
Roy Creek, Education
Nancy Curry, Child Development
Denis Donegan, Education
Barbara Fredette, Education
Margaret Kimmel, Library Science/
Children's Literature
Willard Korth, Education
Donald Mushalko, Education
Michael Sherman, Education
Barbara Sizemore, Black Studies
Horton Southworth, Education
Jean Winsand, Education

FIPSE 1988-89

Kathryn Atman
R. Tony Eichelberger
Benjamin Hicks
Lawrence Knolle
Gaea Leinhardt
Pamela Moss
Harry Sartain
Edward Silver

10/18/89

R. Tony Eichelberger

EVALUATION OF REFORM AND PARTNERSHIPS IN PREPARING TEACHER PROJECT

After two years of partnership activities, questionnaires were set to master teachers, College of Arts and Science (CAS) faculty, and to faculty in the School of Education (SOE) who had participated in the project. The questionnaire addressed the value of project activities, extent to which goals were met, next steps in the process, and the lessons learned from the experience.

Questionnaires were sent November 2, 1990 to 23 master teachers/ school administrators, 19 SOE faculty and 5 CAS faculty. Fifteen questionnaires were returned by 6 master teachers/school administrators (teachers), 7 SOE faculty, and 2 CAS faculty.

Project Activities

The 6 teachers found most of the outside consultants/curriculum specialists most valuable, particularly presentations that related to teaching and learning. Half of the teachers did not identify anything as least valuable. Other teachers indicated one or two outside consultants were not applicable to the task, political inner workings of the University, and the entire effort at a fifth year program as the least valuable aspects of the program. Each of these teachers will have continuing contact with SOE student teachers and interns.

The 7 SOE faculty had diverse views of project activities. Two viewed the discussions among the three groups (practitioners, SOE and CAS faculty) as most valuable. Two valued the discussions of Arts and Science courses and options. Others viewed discussions of pupil growth or visiting scholars' presentations as most valuable. One respondent, who indicated that no activities were valuable, commented that they were

indistinguishable--lacking direction and substance.

Two faculty identified no activities as least valuable. Others noted discussions that got off the track or resulted in lack of closure and certain speakers as least valuable. One viewed the "redundant presentations in cognitive psychology and development of teachers (which remained at introductory level)" as least valuable.

Only one of the two CAS faculty respondents had been a regular participant in the project. That person viewed master teachers' advocacy of more subject matter emphasis and more practice teaching as most valuable. This person viewed the discussions of teaching techniques as least valuable.

Project Goals

The master teachers' goals for the project that were met tended to be personal--providing input to the process, learning about University requirements, and improving communication between the schools and SOE/CAS faculty. Four of the six teachers indicated that none of their goals were not met. The other teachers reported either frustration in not changing teacher education for the better, or greater articulation between University and the schools.

SOE faculty indicated a number of positive outcomes:

1. Identification of prerequisites for entering 5th year students.
2. Mentoring review of literature.
3. Increased credibility with CAS faculty.
4. Improved courses and advising of potential teacher education students.

5. A good one-year secondary education-program.

Some goals that were identified as <u>not</u> being met were:

1. No conceptualization of the certification program.
2. Lack of on-going involvement of master teachers.
3. Critical content for teacher educators not identified in all areas.
4. No short list of teaching models.
5. No identification of developmental school for student teachers and interns.
6. Linkage between CAS preparation and professional education program unclear.

The CAS faculty member thought that the discussion of curriculum was accomplished, but there was no improvement in math and science curriculum.

<u>Next Steps</u>

A number of next steps were identified by practitioners in the schools:

1. Require more prerequisites--especially in math and science.
2. Get undergraduates into the schools earlier to observe and have "hands-on" experience.
3. Complete most methods courses <u>before</u> the 5th year.
4. The fifth year should be emersion into a school setting (or settings).
5. Invite teacher collaborators from <u>many</u> SD's to plan appropriate site visitations and internships for teacher candidates in 3rd-5th years.

6. Continue mentor/resource program for graduated, employed teachers.
7. Foster a humanities program that celebrates the multi-cultural environment.
8. Address social and familial problems that interfere with literacy and learning.
9. Establish good working relationships between SOE and CAS faculty that results in changes in CAS courses.
10. Strengthen content specific pedagogy groups--with top level administrative support.
11. Methods courses must be taught by exemplary practitioners.

A number of next steps for improving the articulation between students', university and school district education and experiences were also indicated. One teacher indicated that the idea of preparing quality teachers in a one-year certification program was "ludicrous." "The SOE needs to return to a four-year undergraduate program. This program is gradual suicide."

Several SOE faculty had no suggestions for next steps. Others indicated the need to continue dialogue with CAS faculty and to impact the CAS courses and instruction for teaching candidates. The importance of early education experiences in schools as an undergraduate were noted, and greater agreement is needed on content specific pedagogy were suggested.

The two CAS faculty indicated the need to work with faculty in arts and science, and to encourage CAS departments to offer courses that prepare students for the 5th year program.

Lessons Learned

Two of the teachers indicated concerns with the problem of "turf" between CAS and SOE faculty. Several indicated the need to continue the involvement of these three groups (particularly the practitioners) in the preparation of teachers. Greater articulation and continuing discussion of substantive issues and University requirements are needed.

Four SOE faculty had no specific next steps. One indicated that reform can go as far as the vision and commitment of administrators, and that money is needed if we are to have meaningful practitioner involvement in teacher certification. Another indicated that the SOE needs practitioners and CAS faculty to: 1) make firm commitment to the program, 2) attend meetings regularly, and 3) detailed follow-up of interim tasks. A third called for a controlled enrollment, lead the faculty to implement cohorts of students in each program, and to reward SOE faculty who make commitment to the program.

The two CAS faculty respondents were impressed by the turf concerns that arose in discussion.

Summary

Responses to the questionnaire were consistent with my experiences and those with whom I discussed this project. A number of positive outcomes resulted from this project, but less progress was made than many of the participants hoped for, or expected. Perhaps the most important outcome of the project was to build relationships among the members of these three important groups. The way that this project would be a failure is for on-going meetings and discussions among these groups to stop. Changes in CAS offerings and within present courses

will be needed to adequately prepare teachers. Some have begun, but other will surely be needed.

More meaningful dialogues between practitioners and SOE faculty are needed. If practitioners had a formal role in teacher education at the university, teacher preparation would be improved. How some important next steps could be implemented are issues that face schools of education across the country.

The need for more involvement of top level administrators (including the Dean) to identify faculty activities that would be valued and rewarded seem to be important to the success of this program. There could be additional work to decrease the real problems of "turf" that CAS and SOE faculty feel under the present resource management framework of the University.

Much that has been learned from this project should be useful for continuing the fifth-year teacher certification and related programs.

END-OF-PROJECT SURVEY
REFORM AND PARTNERSHIPS IN PREPARING TEACHERS PROJECT
SCHOOL OF EDUCATION, UNIVERSITY OF PITTSBURGH

At the end of a project, FIPSE requires each project to gauge the degree of success and draw lessons from the experience. Your responses to this survey will be used to carry out both tasks. Please take the time to share your perspective with us so that the final report will accurately reflect the views of all participants. Return the questionnaire in the enclosed envelope by NOVEMBER 9, 1990, if at all possible.

1. What is our primary teaching responsibility? (Check one)

_____Kindergarten through Grade Twelve
_____School of Education
_____College of Arts and Sciences
_____Other (Please specify):_____

_____

2. Which project activities did you find most valuable? Why?

3. Which project activities did you find least valuable? Why?

4. What project-related activities are you continuing your involvement (eg. courses, collaborations, working with educational students, etc.).

5. If you are continuing collaborations that began in this FIPSE project, please describe them briefly.

6. Which goals that you had for the project do you think were met?

7. Which of your goals for the project were not met?

8. What next steps wold you suggest the School of Education (SOE) implement to:

   a. Integrate relevant education knowledge and experiences into CAS undergraduate programs for future teachers?

   b. Facilitate their transition to a fifth year certification program?

   c. Improve the match between methods and knowledge taught in the SOE certification program and site expectations for student teachers/interns?

9. Did you gain any insights (or new perspective) on the relationship between the CAS and the SOE?

10. What lessons can be gained from the project to reform the preparation of teachers at the University of Pittsburgh and developing the partnerships needed to make it the best program possible?

INFORMATION FOR FIPSE

1. Some thcughts about the FIPSE EXPERIENCE:

The Fund for the Improvement of Postsecondary Education is performing a vital service in higher education. Through the availability of FIPSE funding, institutions of higher education are able to break out of their normal "way of doing things" and adventure into the realm of the possible. This adventure is particularly valuable when the approved project is being implemented in a setting where change is inherent in the context of the project itself. Such was the case with the University of Pittsburgh Project.

Several elements of the FIPSE Program were very helpful: 1) the availability (at the FIPSE Washington office) and assistance of the Program Officers, 2) the conferences for project directors where information was shared and where pertinent issues were discussed; and 3) the opportunity to meet FIPSE project participants from across the country. This opportunity enabled us to appreciate the range and breadth of the changes being undertaken in various aspects of higher education and to compare our efforts with those of others engaged in similar enterprises.

We were disappointed that our Program Officer was not able to visit our project but understood the time and funding constraints for such a visit.

2. Some thoughts concerning similar projects

Information concerning fifth year certification programs needs to be available, and the experiences of institutions moving in this direction need to be documented and shared. We would encourage the funding of similar projects, and the dissemination of information concerning these projects.

3. Other comments

We want to take this opportunity to thank the FIPSE staff for its support during our project. Significant changes have occured, and are still occuring, in the Department of Instruction and Learning as a result of our project. We appreciate the growth that the funding fostered and the opportunity for us to be part of a much needed effort in the restructuring of higher education.